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ABSTRACT

The purpose of this study involving predicting academic success in a teacher education program was to determine the relationship among the following factors; scores on the Mooney Problem Checklist (MPC), Kuder Preference Record Vocational (KPSV), Survey of Study Habits and Attitudes (SSHA), American College Test (ACT), and National Teacher Examination (NTE); the number of quarter hours of study completed and quality point average (QPA) in social science, science, mathematics, English, education and psychology, and major teaching field; and overall QPA for a group of 603 students who had completed teacher preparation programs between 1966 and 1971. Results of this study have implications for predicting the success of students in teacher education programs. Generally, it has been recognized that ACT scores are reasonable predictors of success in work taken in the first 2 years of college. Results of the present study indicate that students who were more successful in courses normally taken in lower division work tended to complete the teacher preparation program successfully as measured by overall QPA and scores on the NTE. By examination of all variables included in the study, admission counselors and academic advisors can guide students into appropriate teaching areas, elementary and secondary. (Author/JA)

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RELATIONSHIP OF SELECTED VARIABLES AND SUCCESS IN A TEACHER EDUCATION PROGRAM[1]

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Previous research involving prediction of academic success in a teacher education program has been largely concerned with using standardized achievement tests or with using singular measures of certain characteristics of the student. The purpose of this study was to determine the relationship between scores on the Mooney Problem Checklist (MPC); Kuder Perference Record Vocational (KPSV); Survey of Study Habits and Attitudes (SSHA); American College Test (ACT); National Teacher Examination (NTE); the number of quarter hours of study completed and quality point averages (QPA) in social science, science, mathematics, English, education and psychology and major teaching field; and overall QPA for a group of 603 Ss who had completed teacher preparation programs between 1966 and 1971.

Results of the study indicated differences in the correlation patterns of all variables with three sub-test scores from the NTE and the major field and overall QPAs. In general the differences in correlations of the various variables with the Teaching Area Examination and Composite Scores from the NTE, for the three groups were similar. Quarter hours of credit and QPA in science, social science, or mathematics were significant for the elementary education majors. One variable from each of the ACT, SSHA, MPC, and KPSV were significant correlates for the

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secondary and total group but were not for the elementary group. The differences in correlations of the various variables with the Professional Education Test of the NTE and major field and overall QPA, for the three groups were similar. Quarter hours of credit and QPA in mathematics appeared in the correlation pattern of the Professional Education Test for the elementary group but failed to appear in the other groups. The correlation pattern differences revealed that a large number of scores for the ACT, KPSV, SSHA, and APC were correlated significantly with the Professional Education Test and the major field and overall QPAs for the secondary and total groups but were not for the elementary group.

Multiple regression equations were computed to predict Composite Scores for the NTE. The multiple R, for the total group, based only on ACT scores, QPAs, or hours of credit ranged from .13 to .23. In all three cases the single best predictor was related to social science. By inclusion of all variables, except NTE sub-test scores, the multiple R for the total group and each of the sub-groups ranged from .78 to .89, with the single best predictor in all cases being QPAs in social science. Regression equations for the prediction of major teaching field and overall QPAs ranged from .83 to .97.

The results of the present study have implications for predicting the success of Ss in teacher education programs. Generally it has been recognized that ACT scores are reasonable predictors of success in work taken in the first two years of

college. Results of the present study indicated that Ss who were more successful in courses normally taken in lower division work, i.e., science, social science, and English, tended to complete the teacher preparation program successfully as measured by overall GPA and scores on the NTE. By examination of all variables included in the study, admission counselors and academic advisors can guide students into appropriate teaching areas (elementary and secondary).

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